

# Full Day Kindergarten

*A Missing Half Step in Our School*

## A Topic of Study

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- *Full Day Kindergarten presentation focus:*
  - *State Mandated KIDS Assessment*
  - *Impact of KIDS Assessment*
  - *Full Day Kindergarten Proposal*
    - *Research Based Best Practices*
    - *Curriculum Implications*
  - *Neighboring Full-Day Programs*

# Overview of Illinois KIDS



# Kinder Readiness Committee

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- *Convened by State Superintendent Koch*
- *Charge - examine the feasibility of a uniform, statewide kindergarten readiness process*



# Kinder Readiness Committee

- *Goals of Process*
  - *Promote the success of every child*
  - *Guide professional development*
  - *Support the alignment of early childhood and elementary school systems*
  - *Document the important role that early childhood programs play in preparing children for elementary school*



# KIDS Process

- *What is KIDS?*
  - *Observation-based assessment*
  - *Conducted three times during the kindergarten year*
  - *Occurs within context of typically occurring activities in the classroom*
  - *Across multiple developmental domains*



# KIDS Implementation Timeline

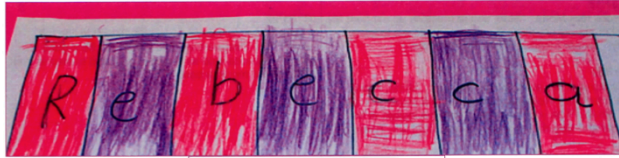
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- *2012-2013 5000 Kindergarten Students*
- *2013-2014 10,000 Kindergarten Students*
- *2014-2015 30,000 Kindergarten Students*
- *2015-2016 Statewide Implementation*



# KIDS Assessment Up Close

Watch Me Grow - KIDS® (2012)



**Rebecca is a dual language student. She is 5 years old and is in a Kindergarten program. She lives with her mom, dad, and little sister. Spanish is the predominant language in her house.**

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## How Can We Do This?

- *Successful implementation of the statewide assessment process requires the understanding and support of key stakeholders including teachers, school administrators, policymakers, and families.*



# Assessing Our Students

- *The assessment of young children should **promote** learning, not simply measure it.*



# Our Proposal

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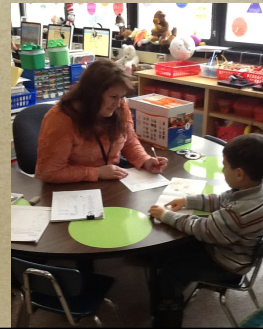
- *KIDS Assessment will be implemented in 2015-2016*
- *In our current half-day program, the rigorous KIDS assessment will replace significant teacher direct instruction time*
- *With a strong curriculum, dedicated teachers, as well as available space, we are proposing full-day kindergarten for the 2014-2015 school year*

# Our Proposal

- *The benefits of full-day kindergarten are numerous*
  - *Academic/Social Impact*
  - *Curriculum Implications*
  - *Minimal Adjustments to our current program*

## Academic/Social Impact

- *Teachers have more time to get to know their children and individualize their instruction, while giving children sufficient time to complete an increasingly rigorous curriculum* (National Center)



## Academic/Social Impact

- *Full-day students spend more time in child-initiated activities, with teachers citing benefits of flexibility, child-initiated creative activities and less student stress (Elicker)*



# Academic/Social Impact

- *Continuity for children accustomed to full-day experiences, reduces the number of disruptions and transitions, allows for more formal and informal instruction*

*(Kauerz)*



## Academic/Social Impact

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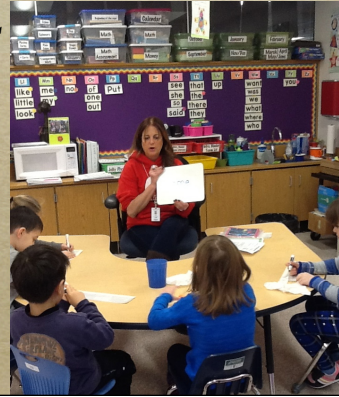
- *Easier transition to first grade, stronger learning skills, leads to higher academic achievement, improves student attendance, supports literacy and language development.* (West End)





# Curriculum Implications

- *More time can be devoted to cooperative small group work, child-initiated discovery based activities and more small-group instruction* (West End)



# Curriculum Implications

- *Full-day classes have the ability to spend time everyday on reading, writing, math, social studies, and science*

*(National Center)*



# Curriculum Implications

- *Teachers find they have more time for curriculum planning; they are able to incorporate a greater number of thematic units that offered more in-depth coverage* (Elicker)



# Observation Opportunity

- *Laura Sprague School*
- *Lincolnshire-Prairie View District 103*



# Laura B. Sprague School

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- *Early Childhood - 2nd grade building*
- *Stellar Full Day Kindergarten Model*
- *Exemplifies best practice for five and six year old learners*
- *Enthusiastically supported and appreciated by the parent community*

## Our Full Day Vision

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- *Compliance with the state mandated KIDS assessment*
- *Additional direct instruction minutes for student mastery of the CCSS*
- *Continued best practice of small group instruction, with the addition of discovery-based learning to address the depth and rigor of CCSS*

# Current Half-Day

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- *Current RtI Model*
  - *Extended Kindergarten Day*
    - *Interventionist and Parapro*
    - *Reading only*
    - *Total of 45 minutes*

# Our Full Day Vision

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- *RtI services delivered within the kindergarten day*
  - *RtI Intervention Block*
    - *Interventionist Push-In*
      - *Reading and Math*
      - *Total of 80 minutes*



## Current Half-Day

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- *Staffing*
  - *2 Full Time Teachers*
  - *2 Full Time Paraprofessionals*

# Our Full Day Vision

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- *Additional Staffing*
  - *2 Full Time Teachers*
  - *2 Full Time Paraprofessionals*
    - *Reallocate SPED Paraprofessionals to Kindergarten Paraprofessionals*

## Our Full Day Vision

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- *Kindergarten Paraprofessional Position*
  - *Currently on staff*
  - *Trained to work with small groups*
  - *Team with kindergarten teacher to gather data for KIDS Assessment*
  - *Provide lunch/recess supervision*

# Neighboring Full Day Programs

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- Emmons School District 33
- Gurnee School District 56
- Grayslake District 46
- Lake Bluff School District 65
- Lake Forest School District 67
- Mundelein School District 75
- Diamond Lake School District 76
- Lincolnshire Prairie View District 103

○ *540 v 1080*

It's not complicated...

